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# Composition II

Cheryl Clark

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## COLLIN COLLEGE

### COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 1302

**Course Title:** Composition II

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

**Prerequisite:** ENGL 1301

**Student Learning Outcomes:**

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw.

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, F-144 or 972.881.5898 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

## INSTRUCTOR INFORMATION

**Instructor's Name:** Ms. Cheryl Clark

**Office Hours:** By appointment only

**Email:** [clclark@collin.edu](mailto:clclark@collin.edu)

## CLASS INFORMATION

**Section Number:** P08

**Meeting Times:** MWF—11:00 am – 11:50 am

**Meeting Location:** Lawler Hall 148

**Minimum Technology Requirement:** familiarity with Microsoft Word, email, Internet, Canvas (optional)

**Minimum Student Skills:** high school level reading and writing skills

### Netiquette Expectations:

1. Standards of courtesy and respect must be maintained at all times in our online classroom. Join in to the discussion, but remember that this is still a classroom setting and that respect and consideration are crucial for any intellectual discussion.
2. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted.
3. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

### Course Resources:

Required:

Textbook—*Critical Thinking, Reading, and Writing: A Brief Guide to Argument*, 9th Ed., ISBN: 978-1-319-07701-3

- *Collin College's bookseller is Barnes and Noble College. You may order your books online or at your nearest campus bookstore.*
- **Microsoft Word** (any version)
  - You can use Google Docs to compose and upload your papers to Canvas, BUT if you have to email your paper, you must send it in .doc, .docx, or .rtf form. Do NOT send me a PDF or a link to a Google Doc.
- Internet Access (for Canvas)

**Supplies**--Microsoft Word (any version), Internet Access (for Canvas), Email, Copy

paper, Writing utensils, Lined paper/Notebook paper, Tablet/Laptop/Smart phone (optional)

**Class Structure:** We three times a week, on Mondays, Wednesdays, and Fridays from 11:00 to 11:50 am. Though much of the class is face to face, you are required to do some activities online using our learning management system, Canvas. Expect to spend three or more hours a week outside of class doing online assignments as well as other required work.

**Canvas Information:** To access Canvas, log in to [CougarWeb](#) by going to [www.collin.edu](http://www.collin.edu) and typing your username and password into the appropriate fields in the upper-right hand corner of the screen. Your password is the last 6 digits of your CWID, which usually begins with the numbers 100. If you don't know your CougarWeb ID or password, email [admissions@collin.edu](mailto:admissions@collin.edu) or go to the Admissions and Records office.

**Attendance Policy:** Please make it a priority to come to class. The following are the attendance policies for this class.

- Students must be in class for a minimum of thirty-five minutes in order to be counted as present unless I release the class early. However, this does not mean that students are allowed to leave after thirty-five minutes frequently or every day. Students are only allowed to take advantage of this privilege three times during the semester.
- Students who are fifteen minutes or more late for class will be counted absent.
- Students who have to miss class must **email** me ([clclark@collin.edu](mailto:clclark@collin.edu)) ahead of time in order to receive credit for assignments missed during the absence, and these assignments must be submitted when the student returns to class (or online, whichever method is standard for the assignment).
- Students who do NOT notify me *before* class (via email or in person) of an impending absence will NOT be allowed to make up classwork.
- Students are allowed up to seven absences, which is a total of two weeks and one day. Students with more than seven absences should withdraw from the class. Students should keep tabs with on their absences.
- Students who have two or fewer absences will receive a bonus of five points added to their essay grade at the end of the semester.

The following concerns the policy for total absences:

Number of absences and missed work	Final grade or bonus
8 absences	Must withdraw from the class
2 absences or fewer (whether school-related or not)	Plus 5 points total on any essay (or a combination of essays)

If you are going to be absent frequently for personal reasons, medical problems, or other reasons, you need to withdraw from the class before the census date. College requires a time commitment, and if you are unable to meet that obligation, this is not

the right time for you to be in this class and you should instead enroll in an online class.

**CougarAlert:** The weather where we live can be volatile, so please sign up for updates on class cancellations via [CougarAlert](#). I will try to put notifications for class cancellations due to weather events on Canvas, but if I lose Internet access, I will be unable to do so. Thus, the best way to get the latest updates on class cancellations at Collin is to sign up for CougarAlert.

**Email Communication:** Although I will provide you with reminders in class, you still need to check your Collin College email account on a regular basis for individual messages and announcements. You can access your email account via Canvas by clicking on the "Inbox" link in the left-hand menu, or you can find it on Cougarweb by clicking on the "Student" tab after you log in. You can forward your Collin email messages to your personal email account by following the instructions in [this video](#).

If you would like the messages you receive through the Canvas "Inbox" to be sent to an alternative email address (or to be sent as push notifications on your phone), follow [these instructions](#) from Canvas. You can also set your notifications, which include what kinds of messages you will receive and how often, by following [these instructions](#).

Whichever email account you decide to use, please check it several times (3 or more) a week, OR make sure you set up notifications to be sent to your phone and test it to make sure it works! I will use email to notify you if you need to resubmit an essay for any reason. In other words, if you intentionally or inadvertently commit plagiarism and I ask you to resubmit, I will do so via email and give you a deadline for revising your paper. If you do not check your email regularly, you will most certainly miss the deadline for resubmitting such essays. Several students in the past have had a huge number of points deducted from their essays because they did not see the email asking them to revise their papers in time. Don't risk your grade by ignoring your emails!!

**Standards for Instructor Response and Feedback:** I am available anytime online via email at [clclark@collin.edu](mailto:clclark@collin.edu). Students can expect a response within 24-36 hours, probably earlier. If you send an email and do not receive a response, please re-send the email. Note that I am more likely to check my email during workday hours than in the evenings and on weekends.

As associate faculty, I do not have an office per se at Preston Ridge. However, students can arrange to meet with me after class or at the Preston Ridge Campus, where I also work in the writing center.

I will give feedback on essays submitted both on the essay itself in TurnItIn and in paragraph form. I will try to grade essays within two weeks after the due date; however, it may take three weeks or longer to evaluate essays.

**Phone Use and Other Technology:** Feel free to bring your smart phone (or cell phone), laptop, or tablet to class. We may take advantage of the Internet during class for activities. If you do bring your cell phone, do not text or play on your phone during

class (that includes all social media). Also, the volume on cell phones needs to be turned way down or set to silent. If your cell phone is too much of a distraction for you, you need to consider whether you are ready for college classes. Whatever you decide, make sure to pay close attention in class. I have had some students in the past miss important information in class (including bonus points opportunities!) because they were on their cell phones instead of paying attention.

**Academic Dishonesty:** The following statements are taken from the [Collin College Student Handbook](#).

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. Cheating includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. Collusion includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. Plagiarism includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question 97 until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course."

Any of the following could be a consequence of scholastic dishonesty in this course: points counted off an assignment, a grade of F on an assignment, a grade of F for the course, or a request that the student withdraw from the course.

If I suspect a student of unintentional academic dishonesty—such as portions of a paper that are not cited properly—then I will *probably* give the student a chance to correct those errors. However, blatant dishonesty—such as essays copied wholesale from the Internet—will most certainly be reported to the Dean's office.

Make certain to check your email often in case I email you a request to redo an assignment. If I do, I will give you a due date, and if you don't see the email, you will miss the email and your grade will suffer horribly.

**Method of Evaluation:** Student papers, both long essays and short papers, will be evaluated according to a grading rubric. Most in-class activities will be counted as completion grades as long as they demonstrate actual effort on the student's part.

**Grading:** Your assignment grades and final grade will be expressed on a regular A-F scale:

A = 89.5-100      B = 79.5-89.4      C = 69.5-79.4      D = 59.5-69.4      F = 0-59.4

Each assignment in class carries a different weight toward your final grade. Assignments with a higher weight will more greatly affect your grade than those with a lower weight. Weights for each assignment are as follows:

Assignment	Percentile
Rhetorical Analysis Essay	15%
Rhetorical Analysis Revision Essay	15%
Rogerian Argument Essay	15%
Final Exam Essay	15%
Lab Requirements	20%

Other Work (including in-class assignments)	20%
TOTAL	100%

A running average of your grade will be available on Canvas. If you have questions about zeroes or other grades, please email me or ask me before or after class.

**!!!Students who earn zeroes for failing to submit two major essays will receive an automatic F for the semester!!!**

Submitting an essay after the two-day grace period counts as failing to submit an essay.

**Essay Policy:** Essays must follow the requirements outlined in the assignment sheet. They will be graded according to the accompanying rubric for each one. To get full credit, essays must adhere to the required word count. The following is the policy for the number of points that will be deducted for not meeting the word count.

Number of words	Points deducted
10-49 words short	-3
50-99 words short	-5
100-149 words short	-8
150-199 words short	-10
200-249 words short	-13
250-299 words short	-15
300+ words short	-20 and resubmit

**Labs:** “The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of typically 8 selections from the list below. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class” (Collin College required syllabus statement).

In addition to other coursework, students are required to complete 16 lab requirements per Collin College policy. Lab requirements will be composed of the following items:

- Five (5) short online readings with quizzes. Students will read the following selections, all available online:
  - [Excerpt from Laura Hillenbrand’s \*Unbroken\*](#)
  - [Kevin Fedarko’s “Mountain of Mountains”](#)
  - [O’Henry’s “Hearts and Hands”](#)
  - [Dave Barry’s “Guide to Guys”](#)
  - [Shirley Jackson’s “The Possibility of Evil”](#)



- Collin College library's online SPLAT assignment.
- Two (2) writing center workshops. A list of these workshops can be found on the [writing center web page](#). Be sure to stay for the whole workshop so that you can get credit and proof of attendance.
- Two (2) writing consultations chosen from the following list of options. Be sure to keep a record of your consultation and email it to me or give it to me in class. If you do not have evidence of your consultation (a PDF, completed worksheet, Writing Center stamp, etc.), you will not receive credit for it. In addition, consultations must be done for an essay before it is submitted for a grade, not after you've turned it in.
  - Go to a [Collin College Writing Center](#) for a face-to-face writing consultation (30 minutes to 1 hour) on an essay written for this class or a Standard English lesson.
  - Schedule an online appointment to work with a tutor on an essay written for this class from the [Spring Creek](#), [Central Park](#), or [Preston Ridge](#) campus.
- One (1) book to be read, summarized, and responded to in two (2) short papers—Here are some suggestions:
  - *1984* by George Orwell
  - *Flowers for Algernon* by Daniel Keyes
  - *The Devil in the White City* by Erik Larson
  - *In the Garden of Beasts* by Erik Larson
  - *The Joy Luck Club* by Amy Tan
  - *The Poisonwood Bible* by Barbara Kingsolver
  - *The Kite Runner* by Khaled Hosseini
  - *The Innocent Man* by John Grisham
  - *The Things They Carried* by Tim O'Brien
  - *Midnight in the Garden of Good and Evil* by John Berendt
  - *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
  - *Angela's Ashes* by Frank McCourt
  - *The Accidental Tourist* by Anne Tyler
  - *The Zookeeper's Wife* by Diane Ackerman (Collin College's 2016 Book in Common)
  - *Take this Man* by Brando Skyhorse (Collin College's 2017 Book in Common)
  - *Death in the Air* by Kate Winkler Dawson (Collin College's 2018 Book in Common)
  - Something else? Talk to me about it first.

Books that have been made into easily accessible movies are NOT PERMITTED! Likewise, You may not use a classic that you have read or are reading for another class, like *The Great Gatsby*, *Of Mice and Men*, or *To Kill a Mockingbird*.

The following table shows the due dates for each of the lab assignments:

Lab assignment	Due date
Excerpt from Laura Hillenbrand's <i>Unbroken</i> quiz	Friday, February 1 @ 5pm
Kevin Fedarko's "Mountain of Mountains" quiz	Friday, February 8 @ 5pm
First book response paper	Friday, February 15 @ 5pm

First writing consultation	Friday, March 1 @ 5pm
First writing workshop	Friday, March 8 @ 5pm
O'Henry's "Hearts and Hands" quiz	Friday, March 22 @ 5pm
Dave Barry's "Guide to Guys" quiz	Friday, March 29 @ 5pm
Second book response paper	Friday, April 12 @ 5pm
SPLAT assignment	Friday, April 18 @ 5pm
Shirley Jackson's "The Possibility of Evil" quiz	Friday, April 26 @ 5pm
Second writing consultation	Friday, May 3 @ 5pm
Second writing workshop	Friday, May 10 @ 5pm

**Due Dates:** Each assignment has a hard deadline. Assignments will be due at 5:00 pm on the due date. However, the three major essays (not the final one) will be accepted for two days after the assignment deadline with points deducted from the final grade.

Students who are absent will only be allowed to make up work if they let me know (by email only!) before class meets that they are going to be absent. If they tell me in class they are going to be absent, they still need to send me an email telling me that they are going to be absent. Students who do not notify me by email beforehand that they are going to be absent will not be allowed to make up missed assignments and will earn a zero for those assignments.

**Late Work:** Each assignment has a hard deadline. However, the first three major essays will be accepted for two days after the assignment deadline, but points will be counted off according to the amount of time that has passed since the deadline:

- From 1 minute to 24 hours (1 day) late = minus 15 points on your essay
- From 24 hours and 1 minute up to 48 hours (2 days) late = minus 30 points on your essay

Essay assignments will not be accepted after the two day grace period, even if they are emailed to me. Essays emailed to me after the late deadline will not be evaluated and will receive a zero.

Please try your hardest to upload your paper on Canvas rather than emailing it to me. If you have trouble uploading to Canvas (or any other problems with Canvas), please contact the eCollin Learning Center at 972.881.5870. Their hours are Monday through Thursday from 8 am to 6 pm, and Friday from 8 am to 5 pm. They are not available on the weekends.

The final exam essay will not be accepted late.

**Bonus Points:** No extra credit assignments will be given at the end of the semester to bump up students' grades. In addition, students may not make up assignments at the end of the semester that they missed beforehand or redo assignments they did poorly on. Work diligently from the beginning and complete every assignment as if it is worth those extra points that will raise your grade!

Students have two FUN options for earning bonus points on their major essays. The maximum number of bonus points that can be added to an essay is ten, and these rules only apply to the first three major essays written for this class.

**Extra Writing Consultations:** Each extra writing consultation you receive beyond the ones required by the lab credit assignments will earn you five points on an essay.

- Writing consultations can only be done for papers written for this class.
- You will get bonus points for no more than one extra writing consultation per essay.
- The highest grade you can make per essay is 100, but bonus points earned from writing consultations DO roll over to other essays.
- You may receive bonus points for any of these methods of receiving a writing consultation:
  - Go to a [Collin College Writing Center](#) for a face-to-face writing consultation (30 minutes to 1 hour) on an essay written for this class or a Standard English lesson.
  - Schedule an online appointment to work with a tutor on an essay written for this class from the [Spring Creek](#), [Central Park](#), or [Preston Ridge](#) campus.
- You must show evidence of extra writing consultations either by handing me a hard copy or by forwarding an email to me at [clclark@collin.edu](mailto:clclark@collin.edu). Make sure you directly state that you want the consultation counted as bonus points.

**Research Assistance Program Session (RAPS):** The Collin College library offers students one-on-one sessions with research librarians. Students may schedule an appointment to work with a research librarian on the third essay assignment, the Rogerian essay, between weeks twelve and fourteen to learn how to use the library's resources to search for sources for the paper. Students must work with a librarian for at least thirty minutes and must provide evidence of the session in order to earn five bonus points on the Rogerian essay.

Students may make up daily grades they earned a zero on by completing the interactive [Preston Ridge English Library Labs](#) provided by the Collin library. There are eight total, and they include a quiz that must be completed at the end, which you must earn a 100 on in order to receive credit for the lab. For every two labs completed successfully, you can replace one zero for a daily grade, with a maximum replacement of three zeroes. That means you can complete six of the labs and replace three zeroes in the gradebook. Assignments whose grades cannot be replaced are major essays, short papers, and the sixteen lab credits required by Collin College listed on pages 8-9 of the syllabus. Any library labs intended to replace zeroes must be submitted by the end of the thirteenth week of class, Friday, April 26. The following is a list of the library labs that students may complete: Using College Databases for Research, Using Keywords, Plagiarism and Databases, Using JSTOR, Citation Styles: Why So Many?, Using Boolean Searching, and Learning Express.

**Writing Groups:** To help strengthen your writing skills, you will participate in a writing group as part of the writing process. These writing groups will be composed of two or three of your peers and the instructor, and during the time set aside for your writing

group to meet, you and your peers will read your papers aloud and critique one another's work. The class will not meet for regularly scheduled class time during this time period, and you will only be required to attend class during your writing group session.

Remember that your peers are probably just as shy about sharing their work as you are. However, the point of this exercise is for you to gain ideas about how to improve your own work by listening to other people's essays, for you to practice critical reading skills, for you to get immediate feedback on your own writing, and for you to get concrete ideas on how to improve your essays.

Writing groups will meet in the spirit of mutual respect and cooperation with the end goal of improving everyone's writing skills. You are expected to contribute to the conversation and to say more than just, "Your paper is good." Of course, while you are expected to point out weaknesses in your peers' writing, you are also expected to do so in a way that is not threatening or demeaning.

Focus on critiquing the big picture items in your peers' work rather than worrying about Standard English errors. Focus on the thesis statement, evidence, organization, citations, logic and other major essay elements before critiquing punctuation and grammar errors.

Failure to attend your writing conference will count ten points automatically off your essay grade. Be sure to check your schedule in order to confirm that you are available during the time you sign up for. I will not accommodate students who have to miss their conferences at the last minute. If you find out you have to miss your writing conference, find a peer in your class to swap places with you and let me know about the switch via email.

Your name \_\_\_\_\_

Record the names and contact information of two peers whom you can ask to switch with you if you have to miss your writing conference.	
Name	Phone #, email, or other contact info.

**Student-Teacher Conferences:** In addition to the group writing conferences, you will meet with me at least once for one-on-one conferences in which we discuss your essay revisions. These conferences will be short, and they will take the place of regularly scheduled class time. Be sure to come to the conferences ready to talk about ways you intend to improve your essay and to ask specific questions about your essay.

**Essay Comments:** As I grade your essays, I will leave commentary on each one using TurnItIn's annotation features; however, I may make fewer comments or more general

comments as the semester goes on. This feedback is one of the primary ways for you to learn how to improve your writing. Once I have posted a grade for each essay, please be sure to check your paper in TurnItIn for my comments. I will try to grade essays within two weeks after the due date; however, it may take three weeks or longer to evaluate them.

Remember that I am looking both at big issues (narrowly focused thesis statement; direct, logical support for the thesis statement; organization; etc.) and little issues (Standard English, wording, etc.) in your essays. The bigger issues (listed in parenthesis above) count more toward your final essay grades than do the others, so make sure that you check your essay using the rubric provided before you submit it for grading. However, you also need to be proactive on any difficulties you have with Standard English rules and wording issues. Please seek tutoring or do research on any issues you are struggling with, and if you need guidance for what areas to pursue, please visit with or email me.

### **Academic Calendar:**

January 22	Classes Begin
February 4	Fall Census Date (last day to add/drop a class with no grade record)
March 11-15	Spring Break (no classes)
March 22	Last Day to Withdraw (W on transcript)
April 19	Spring Holiday / Easter Break
May 13-17	Final Exams

### **Calendar & Assignments:**

This is a tentative schedule of assignments for this course. Note that dates and assignments are subject to change at my discretion. If I make any changes, you will be notified.

#### **Week One, January 22-25**

- Syllabus, "Critical Thinking: Does it Matter?" video, short paper assignment, "What's Critical Thinking" video, drawing conclusions exercise

#### **Week Two, January 28-February 1**

- Rhetorical analysis in speeches ("Women's Right to Vote" by Susan B. Anthony, "I Will Fight no More Forever" by Chief Joseph), rhetorical analysis essay assignment
- Short paper response due; excerpt from Laura Hillenbrand's *Unbroken* quiz due
- Homework—Choose speech for essay

February 4—Fall Census date, last day to add or a drop a class with no grade record

#### **Week Three, February 4-8**

- Rhetorical analysis of speech ("Address to the Nation on the Challenger" by Ronald Reagan), rhetorical elements in student speeches workshop

- Kevin Fedarko's "Mountain of Mountains" quiz due

#### Week Four, February 11-15

- Essay organization analysis, in-class writing
- First book response paper due
- Homework—Finish draft for next week

#### Week Five, February 18-22

- Essay organization analysis, peer group conferences
- Homework—Summarize peer and professor advice for improvement

#### Week Six, February 25-March 1

- Essay revision analysis, writing fluency worksheets
- Rhetorical analysis essay due; first writing consultation due

#### Week Seven, March 4-8

- Logical fallacies workshop, inductive and deductive reasoning workshop
- First writing workshop due

March 11-15—Spring break, no classes

#### Week Eight, March 18-22

- Inductive and deductive reasoning workshop (speeches by Chief Joseph and Susan B. Anthony, O'Henry's "Hearts and Hands," and student speeches)
- O'Henry's "Hearts and Hands" quiz due

March 22—Last day to withdraw from a class (W on transcript)

#### Week Nine, March 25-29

- Student-teacher conferences, "fake news" and sample articles, bias in media
- Dave Barry's "Guide to Guys" quiz due
- Homework—Read news articles and analyze bias

#### Week Ten, April 1-5

- Pro and con argument analysis (Issues & Controversies "Government Programs and Funding")
- Rhetorical analysis essay revision due

#### Week Eleven, April 8-12

- Pro and con argument analysis (two articles from Opposing Viewpoints in Context), investigation for bias
- Second book response paper due
- Homework—research an issue for pro and con perspectives, locate two other database articles

#### Week Twelve, April 15-18

- Introduction to Rogerian argument, Rogerian essay assignment

- SPLAT assignment due
- Homework—Finish draft for next week

April 19—Spring/Easter holiday

Week Thirteen, April 22-26

- Student-teacher conferences, Rogerian essay analysis, MLA formatting
- Shirley Jackson's "The Possibility of Evil" quiz due

April 26—Last day to submit library labs to replace zeroes for daily grades

Week Fourteen, April 29-May 3

- Plagiarism workshop, library research workshop
- Rogerian essay due; second writing consultation due

Week Fifteen, May 6-10

- Reliability workshop
- Second writing workshop due

May 13-17—Final exams

Week Sixteen, May 15, 11 am-1 pm

- Final Exam